|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: MATHS - Measurement** | | | | | **Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **XKinaesthetic**  Auditive | **Style**  **X Mastery**  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  **X Process-focused**  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**  Estimates, compares and measures, with non-standard units of measurement, time and temperature (hot, warm, cold, before, after, day, night). | | | | | | **Skills:** Thinking (Comprehension) | | | | | |
| **Materials:** 4-5 packets of any flavoured jelly, hot water, cold water. Utensils: tray, whisk, large bowl, ladle. Maths notebook, pencil case. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  X **Whole group** | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  XOne teach-one assist  Team-teaching | | Small Group  Alternative  Parallel  Stations |
| **Date:** week 30 (April 15-19 /2011) | | | **Time:**  45 minutes | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Watch a video about to make jelly as a provocation (Optional) [VideoJug](http://www.youtube.com/user/VideoJug)  **ASK QUESTIONS: WHAT DO YOU THINK ARE THESE MATERIAL FOR? HOW CAN WE USE?** **AFTER DOING THE HANDS ON WITH THE MATERIAL, WHAT DO YOU THINK IS GOING TO HAPPEN?** | | | | | | | | | | | |
| **Main Activity:** Gather the ingredients and bring to the classroom the hot and cold water, having the children repeat the vocabulary after you.  Ask the children for the steps they watched in the video, using the related vocabulary: before and after.  Have them repeat the sentences after you, to learn and practice the concept *after*: First, we have to gather the ingredients, after that, we make the jelly, after that we transfer the jelly, after that we put the jelly into the fridge to chill, after that we present and serve the jelly.  Make the jelly with the children and ask questions to use the concept *before*: What did we do before serving the jelly? What did we do before chilling the jelly in the fridge?, etc. What are we doing now? | | | | | | | | | | | |
| **Closing** : Have them inquire about why they think they are not going to eat the jelly immediately. What will happen to the jelly while it is in the fridge? Why we are going to eat it tomorrow instead of today?  The next day, 5 minutes before short or long recess take out the jelly from the fridge and serve it to the children.  Ask children draw and write the steps for the recipe in 5 moments:   1. *We gather the ingredients* 2. *We make the jelly* 3. *We transfer the jelly* 4. *We put the jelly in the fridge* 5. *We serve and eat the jelly*   To have in mind:  Have them write *I like Jelly* as the title  Have the top children write longer sentences, for example, *we gather the packets of jelly, hot water and cold water*. | | | | | | | | | | | |